

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
October 20, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS

Health Sciences High School and Middle College – 3910 University Ave, San Diego, CA 92105
Trona JUSD – 83600 Trona Rd, Trona, CA 93562

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

The public is encouraged to participate in the deliberation of the Desert Mountain SELPA Steering and Finance Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert Mountain SELPA Steering and Finance Committee” to the Recording Secretary and adhere to the provisions described therein.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the October 20, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 CONSENT ITEMS

It is recommended that the Steering and Finance Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

5.1 **BE IT RESOLVED** that the following Consent Item be approved as presented:

5.1.1 Approve the September 22, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender will present a legislative update.

6.2 SEIS Transition Update

Pam Bender will provide a SEIS transition update.

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6.3 Crisis Prevention Institute (CPI) Training Update

Pam Bender will provide a Crisis Prevention Institute (CPI) Training update.

6.4 Educationally Related Mental Health Services (ERMHS) Funds Update

Pam will provide an update on the process and procedure of ERMHS funds to SELPA.

6.5 Larry P. Guidance Update Paper

Karina Quezada will provide guidance on the Larry P. Update Paper.

6.6 Desert Mountain Operations Students Transitioning to Adult Responsibilities Program

Rich Frederick will provide information on the Desert Mountain Operations Students Transitioning to Adult Responsibilities (STAR) Program.

6.7 Desert Mountain Children's Center Client Services Reports and Update

Linda Llamas will present the Desert Mountain Children's Center Client Services monthly reports and update.

6.8 Professional Learning Summary and Update

Heidi Chavez will present the Desert Mountain SELPA's Professional Learning Summary and update.

6.9 Resolution Support Services Summary and Update

Kathleen Peters will present the DMSELPA's Resolution Support Services Summary and update.

6.10 Compliance Update

Peggy Dunn will present an update on compliance items from the California Department of Education (CDE).

6.11 Nonpublic School/Nonpublic Agency Update

Peggy Dunn will provide a nonpublic school/nonpublic agency update.

6.12 Career Technical Education Update

Deborah Sarkesian will provide the Career Technical Education (CTE) update.

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6.13 The California Autism Professional Training And Information Network X Collaborative

Jennifer Rountree will provide information on the California Autism Professional Training and Information Network (CAPTAIN) X Collaborative.

7.0 FINANCE COMMITTEE REPORTS

7.1 Maintenance of Effort and Excess Cost Update

Marina Gallegos will provide the Maintenance of Effort (MOE) and Excess Cost update.

8.0 INFORMATION ITEMS

8.1 Desired Results Access Project (DRDP) Memo

8.2 Monthly Audiological Services Reports

8.3 Monthly Occupational & Physical Therapy Services Reports

8.4 Monthly Nonpublic School Placement Report

8.5 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue. Speakers are requested to give their name and limit their remarks to five minutes.

Persons wishing to make complaints against Desert Mountain SELPA Steering and Finance Committee personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert Mountain SELPA Steering and Finance Committee goes into Closed Session, there will be no further opportunity for general public to address the Council on items under consideration.

12.0 DIRECTORS' TRAINING

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13.0 ADJOURNMENT

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, November 17, 2023, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

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DESERT MOUNTAIN SELPA (DMSELPA) STEERING AND FINANCE MEMBERS PRESENT:

Academy for Academic Excellence – Marcelo Congo, Adelanto SD – Kimberly Guthrie, Apple Valley USD – Priscilla Avila, David Wheeler, Barstow USD – Heather Reid, Bear Valley USD – Lucinda Newton, Desert Mountain Operations (SBCSS) – Jennifer Alvarado, Cristian Castellanos, Stephanie Hedberg, Excelsior Charter Schools – Amber Englehart, Health Sciences High School and Middle College – Bryan Dale via Web Ex, Helendale SD – Michael Esposito, Hesperia USD – Shannon Garibay, Elaine Nelson, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner via Web Ex, Oro Grande SD – Scott Heitman, Snowline JUSD – Pam De Renard, Trona JUSD – Nicole Yeager via Web Ex, Victor Elementary SD – Tanya Benitez, and VVUHSD – Larry Brunson, Krystal Kerns.

GUESTS:

Georgeanne Kirkwood – Options for Youth.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Pam Bender, Guille Burgos, Ivan Campos, Heidi Chavez, Danielle Cote, Peggy Dunn, Marina Gallegos, Jennifer Harms, Linda Llamas, Maurica Manibusan, Isaac Medina, Lisa Nash, Kathleen Peters, Karina Quezada, Jennifer Rountree, Veronica Rousseau, Deborah Sarkesian, Jessica Soto, and Jennifer Sutton.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:06 a.m., at the Desert Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Michael Esposito, seconded by Kimberly Guthrie, to approve the September 22, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 16:0:0: Ayes: Benitez, Brunson, Congo, Dale, De Renard, Englehart, Esposito, Guthrie, Hedberg, Heitman, Miller, Nelson, Reid, Wheeler, Wiesner, and Yeager. Nays: None, Abstentions: None.

5.0 PRESENTATIONS

5.1 SBCSS D/M Operations Final 2022-23 Local Control Funding Formula (LCFF) Revenue Transfer

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Jennifer Alvarado presented the SBCSS D/M Operations Fiscal Year 2022-23 LCFF Revenue Transfer. The transfer is done twice per year with the revenue being generated by Average Daily Attendance (ADA) for students attending county operated programs in the desert mountain region. Jennifer stated the transferred revenue offsets the cost of operating the special education program before fees are calculated in the spring following certification. She continued that the transfer will be processed after the amounts are presented to CAHELP JPA Governance Council.

5.2 SBCSS D/M Operations 2022-23 Fee-For-Service Year-End Actuals

Jennifer Alvarado presented the SBCSS D/M Operations Fiscal Year 2022-23 Fee-For-Service (FFS) Year-End Actuals. She reported the budgeted amounts were presented in the spring when FFS amounts were developed. The increase in revenue was due to considerable growth in the number of students being served in the desert mountain region.

5.3 SBCSS D/M Operations 2022-23 Fee-for-Service Return

Jennifer Alvarado presented the SBCSS D/M Operations 2022-23 Fee-For-Service Return. She explained any funds remaining at the end of the school year are returned to the districts in proportionate share to which they were billed after withholding the 3% reserve.

5.4 Academy for the Advancement of Children with Autism (AACA)

Pam Bender reported staff from the Academy for the Advancement of Children with Autism were scheduled to present information on their programs and services but due to COVID-19 exposure, they needed to reschedule. Pam shared they currently have an operational location in Lancaster and have a building in Apple Valley. The Apple Valley site does not have CDE clearance but they have reported all documents have been submitted. Pam said AACA does not know how many students they will have so they do not know how many teachers they will need. Because of this, they offered to provide services to students if DMCS/DMSELPA pays for transportation to the Lancaster site so they would know what their attendance would be locally. Lancaster is a long trip by bus and raises questions about safety.

*Note: Lucinda Newton joined the meeting at 9:23 a.m.

5.5 Senate Bill 114 Dyslexia Risk Screening

Karina Quezada, PsyD., presented an update on Senate Bill (SB) 114 Dyslexia Risk Screening and the implications for students in general education and special education. She said the purpose of the bill is to identify children that are struggling with reading so they can be provided with interventions that will hopefully change their educational trajectory. Karina reported that the State Board of Education will be appointing an independent panel of experts to create an approved list of screening instruments then she reviewed the timeline for implementation. Once the panel releases the approved list of screening instruments, LEAs serving students in kindergarten through second grade must adopt one or more screening instruments in the list via a public hearing board

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meeting. She said pupils in kindergarten through second grade are to be assessed under SB 114 and noted that, for the purpose of SB 114, kindergarten does not include transitional kindergarten. SB 114 allows for LEAs to determine for themselves when during the school year to administer the screenings. Karina said it is important to consider if the students have had enough instructional time, meaning the beginning of the school year is not likely the appropriate time. Karina reviewed the process for late enrollments and highlighted that LEAs are not restricted from providing additional screening or diagnostic evaluations as appropriate. The screening tool cannot be used solely to establish eligibility for special education and related services but can be used in addition to other assessments. Students who do not speak sufficient English are to be screened in their primary language. If that is not available, the student's risk for reading difficulties is to be evaluated through analysis of developmental history, educational history, literacy progress, home background, evolving English language abilities, and other components. Karina reported that LEAs are able to initiate exemptions with prior written consent of the parent or guardian as long as: a pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability, the pupil is eligible for special education and related services under IDEA or 504 Plan, and/or if the pupil is in the process of being assessed for eligibility for eligibility. Parents/guardians are to be provided with information about the screening, including dates of screenings and instructions for opting out on their child's behalf no later than 15 days prior to the screening being administered. Parents/guardians are also to be notified of the screening results no more than 45 calendar days from the date of assessment. Karina continued that assessment results are not to be used to evaluate teachers or other school staff, accountability, pupil grade promotion or retention, identification of gifted or talented education, reclassification of English learners, or for identification of an individual with exceptional needs. Karina said the assessment does not have to be administered only by certificated staff but who can administer is to be determined by the school board that will ensure the staff is properly trained. Karina reported the intent of the bill is to identify and provide early interventions because currently many children are not identified until third grade and then remediation takes longer with some children not getting caught up. Providing early interventions is a good teaching practice and it is not too early to begin training staff so they are aware. Karina confirmed that digital assessments will only be permitted if on the approved list. Karina concluded that the decisions made should consider the entire child and their trajectory utilizing multiple sources of information.

Pam Bender confirmed that the screening can trigger Child Find if progress is not seen once interventions are provided to a student. She added that different students could need different interventions and for LEAs to keep that in mind. Pam said it could cause concerns with the teachers since it could add to their work load.

6.0 CONSENT ITEMS

It is recommended that the Steering and Finance Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

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6.1 **BE IT RESOLVED** that a motion was made by Elaine Nelson, seconded by Tanya Benitez, to approve the following Consent Item as presented. The motion carried on the following vote: 17:0:0: Ayes: Benitez, Brunson, Congo, Dale, De Renard, Englehart, Esposito, Guthrie, Hedberg, Heitman, Miller, Nelson, Newton, Reid, Wheeler, Wiesner, and Yeager. Nays: None, Abstentions: None

6.1.1 Approve the August 18, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented a legislative update stating she is providing updates on legislation that is pertinent to special education.

- Assembly Bill (AB) 87 – Pupils: Section 504 Plans: Meetings and Team Meetings has passed. This bill allows parents the option of recording Section 504 Plan meetings.
- AB 248 – Individuals with Disabilities: The Dignity for All Act has been ordered to a third reading.
- AB 438 – Pupils with Exceptional Needs: Individualized Education Programs: Postsecondary Goals and Transition Services is ordered to a second reading.
- AB 447 – Public Postsecondary Education: Students with Disabilities: Inclusive College Programs has been ordered to a second reading.
- AB 611 – Special Education: Nonpublic, Nonsectarian Schools or Agencies: Change in Certification Status: Parental Notification Update received since release. This bill requires notification of changes be sent to the district of residence instead of the SELPA.
- AB 723 – Pupil Placement: Special Education: Foster Children: Nonpublic, Nonsectarian Schools or Agencies: School of Origin is ordered to a second reading.
- AB 1466 – Pupil Discipline: Restraining and Seclusion: Reporting has been ordered to a second reading.
- AB 1517 – Special Education: Special Education Local Plan Areas: Local Plans has been ordered to a second reading and is supported by State SELPA Administrators.
- SB 88 – Pupil Transportation: Driver Qualifications has been ordered to a second reading. There has been an update stating effective July 1, 2025, there is an exemption for parents who are paid by the LEA to transport their child to school.
- SB 323 – Comprehensive School Safety Plans: Individualized Safety Plans has been ordered to a second reading.
- SB 354 – Special Education: Inclusive Education: Universal Design for Learning is ordered for a second reading. It did not move forward last year due to funding issues but it is being reviewed again this year.
- SB 483 – Pupil Rights: Prone Restraint has failed but it is likely to come back.
- SB 499 – School Facilities: School Extreme Heat Activation Plan Act of 2023 is included

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so LEAs are aware and it is not exclusive to special education.

- SB 509 – School Employee and Pupil Training: youth mental and Behavioral Health: Mental Health Education is in a second reading. If LEAs need posters providing mental health resources, DMSELPA can provide those.
- SB 691 – Dyslexia Risk Screening has passed and is now SB 114. This bill has many parts including places where students in workability programs are employed to have full staff fingerprinting. It has been changed to require at least one adult to be fingerprinted and on site during the hours a student is working as well as requiring SELPA staff to visit the location at least once every three weeks. Because of the impact this has on students in the transition program, it is an urgency bill.

7.2 SEIS Transition Update

Pam Bender provided a SEIS transition update. She said she has been emailing weekly updates on the transition. There are DMSELPA staff members assisting with entering LEA students along with additional hired staff attaching current IEP documents to SEIS student records. Pam reported teachers do not have to affirm students before documents can be attached to the student record. Pam stated the fillable IEP forms that have been completed and signed since July 1, 2023 do not have to be entered in to SEIS by LEA staff because DMSELPA staff will do it. Pam emailed the directors asking if they have a system in place for collecting the fillable IEP forms from their staff to let Pam know so she can decide the best way for the files to come to DMSELPA for SEIS entry. Pam said for the LEAs that do not have a system in place, one will be created by DMSELPA so it is not creating duplicate work for anyone. Pam shared that her goal is for SEIS to be smooth sailing by December since that is when CALPADS Certification takes place. Colette Garland and Terri Nelson have scheduled trainings with LEA MIS staff to address the recent CALPADS rollover. They will also be scheduling training for Report of Progress since it will be different than with Web IEP. Pam continued there will be SEIS Open Forum calls on Tuesday afternoons 2:30 p.m. – 4:00 p.m. and Thursday mornings 8:30 a.m.-10:00 a.m. via Zoom from September 26, 2023 through December 21, 2023 at the least. She said the open forums will provide opportunity to ask questions, get support, or hear what others have to say. The Zoom link can be shared with teachers and other staff that need support with SEIS. Pam continued that a SEIS Helpdesk email has been created and will be reviewed by three staff so issues are addressed as received. Pam confirmed that if an amendment was completed on fillable IEP forms, that has to be added to SEIS with the forms uploaded before the next annual or triennial can be completed in SEIS.

Stephanie Hedberg said DMOPS was taking referrals without Interim Placement forms through July. She said now LEAs need to accept the students in SEIS to take accountability so DMOPS can move forward with IEPs. Stephanie continued that DMOPS staff is completing their portion of affirmations as well, hoping to be done within a week.

Pam confirmed that if no IEP meetings have been held using fillable forms, SEIS is available for the students to be affirmed with demographics, present levels, services, and goals all transferred to SEIS and available for new IEP information to be added. After being advised that Spanish

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forms are not in SEIS, Pam said she will contact SEIS after the meeting she will contact SEIS and email the response to the committee members. Colette Garland confirmed the IEP forms can be printed in Spanish but the narratives do need to be translated.

Pam confirmed DMSELPA staff will assist LEAs with affirming their students but she needs the student list. DMSELPA providers are being entered in SEIS so they have one account log in instead of multiples. Pam will also confirm with SEIS how students at nonpublic agencies are assigned. An error will occur if the NPA name is not entered when affirming. If LEA staff does not have the correct access, Pam asked for DMSELPA to be notified so the changes can be made. In the instances that the most current IEP services, start dates, or end dates did not transfer over from Web IEP, Pam is working with SEIS on why and how to correct it. Pam said before affirming, teachers need to look at demographics, grade level, CALPADS (Student) for Plan Start Date and class type, and CALPADS (Services) to update case carrier and review services. Colette Garland added that Service End Date is required in SEIS but was not required in Web IEP.

7.3 Desert Mountain Children’s Center Client Services Reports and Update

Linda Llamas presented the Desert Mountain Children’s Center Client Services monthly reports and update. She asked to be contacted if there are any discrepancies or questions about the reports so corrections can be made. Linda also asked to be contacted if the LEA point of contact has changed or if a committee member wants to be added to the list. She stated she will provide report example at the October meeting so directors of special education are familiar with the reports.

7.4 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain SELPA’s Professional Learning Summary and update. She said the participant number is already at 39% of last year. Heidi continued that her team is down program specialists with the current four working hard to support each other and the LEAs. Because of that, she asked the LEAs to be flexible on dates when requesting trainings. Heidi said DMSELPA is working with the administrative unit to get the vacant positions posted and filled.

Pam Bender said the delay is due to the job description because with changes to credentialing and Commission on Teacher Credentialing (CTC), SBCSS is struggling with it even though the language is written in the California Education Code. She said we are close to getting the job descriptions approved and posted.

Heidi continued by reviewing the Directors’ Training Save the Date. She said “Solid Gold Goals” with Ernest L. Bell is scheduled for October 20, 2023. She shared that Community Advisory Committee (CAC) meetings will be virtual this year. The next meeting is scheduled for November 16, 2023 with presentation on fentanyl awareness by the San Bernardino County District Attorney’s Office. Heidi reminded the committee that each member LEA has the obligation for one district representative and one parent representative present at the meetings. During the CAC

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meetings, parents are provided with resources and connections to DMSELPA and their community. Hola Language Services training will be offered on November 29-30, 2023 for staff who interpret at IEP meetings. It will assist them in understanding interpreting versus translating and it is word for word what is being said without personal opinion. The IMTSS Symposium is scheduled for February 21, 2024 and will likely be held at Ontario Doubletree as a full day event. Dr. Rebecca Branstetter will present on reversing educator burnout. The closing keynote speaker and break out sessions are still being decided.

7.5 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain SELPA's Resolution Support Services Summary and update. She shared a DMSELPA case that was for identification of a student that was found not eligible for special education or a 504 Plan after assessment and Independent Educational Evaluations (IEE) but compensatory education was provided to close the case before it went to hearing. Kathleen asked to be contacted if vision therapy is requested in an IEP.

Kathleen then provided information on a California OAH case in which the judge found the district did not include the parent in meaningful discussion. It was documented in the school student information system that that the child's native language was Spanish but the parent spoke English when communicating with the school, not bringing an interpreter. The judge found the district should have provided the parent with a translator at all meetings as it was a documented need of the parent. Also, in the IEP notes, the general education teacher was excluded but the excusal form was not provided to the parent or included in the IEP which infringed on parent participation.

Kathleen continued by reviewing a case involving disruptive behavior of advocates in IEP meetings preventing services from being provided. The referred to a previous 9th circuit case that provided the school had a right to implement a communication plan for dealing with disruptive advocates and parents. The school had documented the level of disruption created as well as the efforts that had been put in place by the district to take other avenues in dealing with the disruptions. Kathleen is working on Prior Written Notice (PWN) language with an attorney to assist member LEAs if it is needed. She said LEAs have policy language and education code language to assist in working with parents and disruptions that must be tried and followed before limiting the communication with a parent. Kathleen asked to be contacted before an LEA considers limiting communication with a parent to ensure the LEA is working within the confines of the law.

Kathleen commented on a case that went to the 9th circuit for a student with attention deficit hyperactivity disorder (ADHD) who did not qualify for special education because the IEP team found the student to be "capable but not trying". The judge found the student did qualify as the described behaviors were characteristic of ADHD.

Kathleen stated the Alternative Dispute Resolution (ADR) Training Series will consist of three

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virtual training begins September 28, 2023. The series is available to teachers and administrators who are involved in IEPs.

Kathleen reported Victor Elementary School District prevailed in a case, allowing a student to be placed in a more restrictive environment at a different school. Before filing against a family, every option must be explored to have a successful case. The reward is seeing the student thrive with appropriate placement.

Karina Quezada pointed out that each of the ADR trainings in the series stand on their own and do not rely on the other trainings for understanding. She also said attendance at all three training courses is not required. Karina also shared the Annual ADR Conference is scheduled for March 14-15, 2024 in Riverside, CA with a cost of \$450.00 per participant.

7.6 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She reviewed the Compliance and Improvement Monitoring due dates for LEAs in Significant Disproportionality, Intensive Monitoring Levels 1, 2, 3, and Targeted Monitoring Levels, 1, 2, 3. Peggy reported Cyclical Monitoring for Small Schools has changed from one-year cycles to two-year cycles changes which will delay Cycle B until approximately August or September 2024. She is waiting for a response from CDE regarding the status of LEAs that have submitted their information for Cycle A. Peggy said the number of late IEPs is not accurate because there are many IEPs that were completed on fillable forms since July 1, 2023 have not yet been entered in SEIS.

7.7 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update, reviewing how many students are at each of the nonpublic schools and nonpublic agencies. She confirmed AACA has secured a building in Apple Valley. She said Beach Cities Learning will have a campus in the high desert with a Doing Business As (DBA). Peggy shared that ECE 4 Autism, Frostig School, and The Prentice School require long distance transportation for students. She reported that to bring nonpublic schools together, her team holds quarterly virtual nonpublic school meetings to keep them connected and address NPS concerns. Nonpublic agencies (NPA) provide primary services of nursing and behavioral support.

Pam Bender added that Peggy has been communicating with a remote NPA provider about the insurance that is required as part of the service contract. Pam said there is no exceptions to the insurance requirements, especially when one to one services are being provided. The NPA has been given a deadline to submit proof of insurance or services will not be able to continue. LEAs with students at the NPA will be notified.

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7.8 Prevention and Intervention Update

Deborah Sarkesian presented the Prevention and Intervention update. She reported the PBIS Recognition Event is scheduled for October 4, 2023 at 5:00 p.m. at DMESC. The digital invites have been sent with the team also hand-delivering invites.

Deborah continued that she also oversees the Career Technical Education (CTE) Department. She shared there are two main programs: Workforce Innovation and Opportunity Act (WIOA) and Transition Partnership Program (TPP). WIOA is for special education students who are 16-24 years of age, are out of school and meet one or more barriers: no high school diploma or GED, a documented disability, low income, parenting youth, or foster youth. Isaac Medina is the project manager of WIOA. TPP is for high school juniors and seniors between the ages of 16-21 who have not received services from TPP, have an IEP or 504 Plan, and are referred by a TPP teacher. Bobbie Taylor is the project manager of TPP. The Beginning of the Year CTE meeting is scheduled for September 26, 2023 at DMESC.

8.0 FINANCE COMMITTEE REPORTS

8.1 Senate Bill (SB) 114 and Special Education Funding

Marina Gallegos provided SB 114 and Special Education Funding Information. She said effective 2023-24, the requirement is that allocated funding must equal the base rate of the prior year times the COLA and adjusted by a percentage change in ADA where applicable. Marina shared the preliminary calculation is based on SB 114 as well as the provided backup figures to assist the LEAs.

8.2 Early Intervention Preschool Grants

Marina Gallegos provided information on Early Intervention Preschool Grants. She shared an article from School Services of California Inc that provided information about what the funding can be used for.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Monthly Nonpublic School Placement Report

9.3 Upcoming Professional Learning Opportunities

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10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Michael Esposito expressed his appreciation of Colette Garland, Ivan Campos, Karina Quezada, and Danielle Cote as they have assisted him with trying times.

11.0 CEO COMMENTS

Pam Bender reported all sections of the Local Plan are to be submitted this year. A committee will be formed for that and an email will be sent to find out who is interested in participating. Pam continued that the Allocation Plan will also be reviewed with the changes of Educationally Related Mental Health Services (ERMHS) funding and 602 funding as well as deciding if the allocation plan is to be part of the Local Plan. Pam said DMSELPA will be creating a committee to work on the Alternative Diploma Pathway as well.

Pam said in the last five weeks of sending SEIS updates to the superintendents/CEOs and special education directors and working through the challenges and struggles, she shared three motivational quotes: “Resilience has been described as the capacity for positive outcomes despite challenging or threatening circumstances.” By Byron Egeland. “Persistence and resilience come from the opportunity to work through difficult problems.” By Gever Tully. “The extent of struggle determines the extent of the growth. The obstacle is an advantage, not adversity. The enemy is any perception that prevents us from seeing this.” by Ryan Holiday. Pam thanked the membership for their patience and working with CAHELP through the transition process. Pam asked to be contacted by any LEA that is struggling so assistance can be provided.

*Note: Tanya Benitez left the meeting at 11:35 a.m.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Michael Esposito, seconded by Lucinda Newton, to adjourn the meeting at 11:37 a.m. The motion carried on the following vote: 16:0:0: Ayes: Brunson, Congo, Dale, De Renard, Englehart, Esposito, Guthrie, Hedberg, Heitman, Miller, Nelson, Newton, Reid, Wheeler, Wiesner, and Yeager. Nays: None, Abstentions: None.

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, October 20, 2023, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

Legislative Updates – October 2023

Assembly Bills

- **AB 248 (Mathis) Individuals with intellectual or developmental disabilities:** removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation” – **To Governor 9/19/23 at 4:00 pm.**
- **AB 438 (Rubio) Pupils with exceptional needs:** IEPs: postsecondary goals and transition services- change age to 14; possible amendment to prior to 9th grade. **Two-Year Bill – Ordered to the inactive file.**
- **AB 447 (Arambula) Public postsecondary education:** SWD: inclusive college pilot programs- require CSU and request to U of CA to create pilot college inclusive program for students with ID and DD – **Approved.**
- **AB 1466 (Weber) Pupil Discipline:** Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website concern from ACSA regarding confidentiality. – **Approved.**
- **AB 1517 (Gallagher):** SELPA Governance. Accountability and Transparency – support LEAs with Differentiated Assistance amongst other Compliance required data collection. – **Veto.**

Senate Bills

- **SB 88 (Skinner) Pupil Transportation: Driver Qualifications:** for drivers who operate a vehicle with a max of 10; criminal background check, fingerprinting, mandated reporter, TB, drug and alcohol testing, training and classes – **Approved.**
- **SB 323 (Portantino) Pupils with Exceptional Needs:** IEPs: emergency safety procedures- comprehensive school safety plan includes access and equity component to support all students – **Approved.**
- **SB 354 (Ochoa Bogh) Inclusive Practices:** Inclusive education using Universal Design for Learning – **Veto.**
- **SB 445 (Portantino) IEP Translations:** requires translation of the IEP, assessments and progress used to determine IEP into the native language of the parent, or communication type; within 30 days of the meeting; top 8 languages; amendments submitted. – **Order to inactive file.**

6.2 SEIS Transition Update

No materials, verbal report only

6.2 CPI Training Update

No materials, verbal report only

6.4 ERMHS Funds Update

No materials, verbal report only

October 10, 2023

**CASP's Response to CDE's Memorandum on Special Education of
African American Students - Sept 14, 2022**

By James Hiramoto, Ph.D.
CASP Assessment Co-Chair

Additional Authors and Committee Members:

Michele Custer, Ed.S, LEP
Brandon Gamble, Ph.D.
Mike Giambona, Ph.D.
James Hiramoto, Ph.D.
Christopher Jones, CAGS, LEP
Kristin Makena, Ph.D. LEP
Jenny Ponzuric, LEP
Doug Siembieda, M.S.
Jeannine Topalian, Psy.D.
Melissa Wood, M.S., M.A.

Approved by the CASP Board of Directors on 10/10/23 (Fall Board Meeting)

History:

- In 1979 the 9th Circuit Court decision in Larry P. v Riles limited the use of IQ tests in California and those that purported to be substitutes for IQ tests for African Americans for the eligibility of EMR (Educably Mentally Retarded) and EMR classes because the court determined them to be biased based on evidence presented.
- In 1986 the Larry P. Settlement Agreement, expanded the court injunction (ban on intelligence tests for African American/Black students from EMR and placement decision into EMR classes and their substantive equivalents) to all 13 special education eligibility handicapping conditions.
- In 1992 the 9th Circuit Court decision in Crawford v Honig, concluded that the expansion of the ban by the CDE to all 13 categories was misapplied, and that the Larry P injunction applied only to the one handicapping condition (EMR and placement in EMR classes and their substantive equivalents).
- In 1992 and 1997 CDE wrote subsequent memorandums that stated regardless of Crawford v Honig that the ban on intelligence tests and their equivalents for African American students would still be enforced.

- **That has been the practice in California, however the latest CDE Memorandum changes that.**

On September 14, 2022, the California Department of Education (CDE) issued a Memorandum on Special Education of African American Students. It was intended to clarify assessment practices for African American students. Despite the memo's intent, confusion on the use of IQ tests for African American students remains. Seeking clarity, CASP spoke with representatives from CDE, including the previous State Director of Special Education, Heather Calomese (who was the author of the Memorandum), as well as current CDE Special Education leadership. Based upon CASP's conversation with the CDE and our reading of the Memorandum we believe the following information to be clear:

- **Is there a modern day equivalent of EMR and is the original Larry P. injunction still in place? Yes to both questions.** The memo states, "In 1979, the court permanently enjoined LEAs throughout California from using standardized intelligence tests for (1) the identification of African American students as EMR or its substantial equivalent or (2) placement of African American students into EMR classes or classes serving substantially the same functions. The court held that court approval would be required for the use of any standardized intelligence tests for African American students for the above purposes. The court laid out a state process for this." The memo accurately indicates that "The court has never held hearings to determine the "substantial equivalent" of the EMR identification or placement, or whether IQ tests are appropriate for assessing African American students for identifications or placements other than the substantial equivalent of EMR." Some have read this to indicate that EMR is no longer an eligibility category, and thus conclude the Larry P. injunction no longer applies - *This is incorrect.* . The memo later notes that "Although the law on assessment has evolved... the Larry P. injunction remains in place." While the court has never held hearings to determine the "substantial equivalent" of EMR identification or placement, Intellectual Disability (ID) is the category that replaced Mental Retardation (of which EMR was once a subclassification with respect to level of service need). The courts did not need to hold a hearing to determine that ID is the "substantial equivalent," because subsequent laws changed the label. **In brief: Yes, the Larry P. injunction is still in place for ID and for placement in ID programs.**
- **Does the Larry P. injunction still apply to all special education disability categories? According to the memo, CDE is no longer expanding the Larry P. injunction to all other disability categories.**
 - Memorandum from Sept 14, 2022, "This memo reflects the most current federal and state statutory, regulatory and case law, and supersedes any previous guidance on this issue." In Crawford v. Honig (1992) the Court ruled against CDE's 1986 Larry P. Settlement Agreement that expanded the Larry P.'s injunction to all 13 special education categories. The Court ruled that the Larry P. injunction applied only to the assessment of EMR and its equivalent, which is currently ID. Two Memorandums were generated by CDE, 1992 and 1997. Both Memorandums Of Understanding indicated that regardless of the Crawford v Honig decision, CDE would still apply the Larry P. injunction to all disability categories. **As CDE Memorandums are not law and in this case past memorandums went against the court's decision (Crawford v Honig), this current Memorandum clarifies what the Larry P. ruling is to apply toward, ID eligibility and special education placement decisions in ID classes only. "So long as LEAs follow legal requirements, generally speaking they have discretion in selecting which particular assessments to use in determining eligibility for**

special education.” (Memorandum from Sept 14, 2022). **If CDE intended to continue the expansion of the ban to all other disability categories, they would have addressed it within that statement. So unless ID is a suspected area of disability, school psychologists are able to exercise their judgment on what assessment tools (IQ tests) to use or not.**

- **Does this mean that tests of intelligence and/or tests of overall cognitive ability can be given to African American students for all other disabilities besides ID? Can IQ tests be used for identification of Specific Learning Disability (SLD)?**
 - **Yes, as long as ID is not a suspected or potential area of disability.**
- **CASP recommends using best practice for all students being assessed for special education, which is by starting with Record review, Interviews with family and staff, and Observation(s).** This is the RIO of RIOT and the reason for T, “Testing” being at the end is intentional as the RIO informs what we are assessing for. The Sept 14, 2022 carefully reminds school psychologists of the laws and regulations to be included and considered as part of an evaluation for a SLD. By doing so we can address concerns if ID is an area of suspected disability, or a disability area that was not suspected but based on ROI is now a possibility.
 - **To address potential ID, look at Adaptive Behavior:**
 - If “subaverage...deficits in adaptive behavior.” are not present, then ID can be ruled out and there are no restrictions regarding intelligence tests or overall measures of cognitive ability being used for African American students.
 - If subaverage Adaptive Behavior deficits are present and not better explained by Other Health Impairment (OHI), Emotional Disturbance (ED), Traumatic Brain Injury (TBI) or another disability area, and/or there is no evidence to support stronger problem-solving skills beyond assessed adaptive behavior (CCR 3030(b)(6), ID cannot be ruled out. In this case for African American students the ban would remain in effect, unless further information is gathered that can rule out ID.
 - Using this along with other measures such as dynamic assessment, mediated learning, and/or other tasks that can indicate competency and/or skills outlined in the 1989 Larry P Task Force Report as well as the 2012 Best practices guidelines for the assessment of African American students. Cognitive processes manual. Diagnostic Center North, California Department of Education is also recommended.
- We are confident because of the wording in the Sept 14, 2022 Memorandum and our discussions with CDE
 - **“So long as LEAs follow legal requirements, generally speaking they have discretion in selecting which particular assessments to use in determining eligibility for special education⁴. When assessing for a learning disability, LEAs are not required to consider whether the student has a severe discrepancy between intellectual ability and achievement... When assessing for a learning disability using a severe discrepancy model, LEAs are not required to use IQ tests to determine intellectual ability⁶”**
 - **If the prohibition for Intelligence/Overall Cognitive Ability tests remained as part of an evaluation for SLD, CDE would have explicitly said they cannot be used instead of just quoting existing special education law as it has done in the 1992 and 1997 Memorandum.**

Things to carefully consider before changing your current practice.

- Your LEA should consult with your SELPA and their interpretation of the Sept 14th, 2022 Memorandum. They will have been made aware of the information shared in this CASP document. Ultimately, school psychologists must follow their LEA's directives regarding any change in practice in this area.
 - CASP's December 11, 2017 board approved paper written paper on the topic (<https://casponline.org/pdfs/publications/larryp/1.%20Regarding%20African%20American%20Student%20Achievement%20and%20Success.pdf>) contain in its conclusion, these statements and concerns: "CASP has shared and will continue to share these best practices at its annual conventions and institutes."
 - "Support any and all efforts to address the real problems of significant disproportional representation of African Americans in special education, under achievement in general education, the imbalance of school discipline and school dropout."
 - "Connect and collaborate with African American community based agencies and parent organizations that seek to support positive outcomes of academic progress and excellence in achievement for African American youth."
 - "Strongly encourage mandating continuing education for school psychologists on disproportionality issues. This would mean that credentialed school psychologists would periodically be updated on best practices to address the needs of African American students. This would be all the more imperative when a local education agency has been found to have significantly disproportionate not only in ID or SLD identification, but for ED, OHI, Students Disciplined less than 10 out of school days, or Students Disciplined more than 10 out of school days. By addressing the needs of all students through the district's Multi-Tier System of Supports with appropriate academic (which will soon include mandated Dyslexia screening K-2), behavioral interventions (that should include social emotional learning and for areas touched by violence trauma informed supports), listening to and working with parents and the community as a whole, will lead to better outcomes for students.
 - If you are concerned your LEA is not prepared, consult with your SELPA about required resources. CASP offers training on this and many other topics that benefit the practice of school psychology. Documents on this topic can be found at CASP website CASPonline.org in the Resources section (<https://casponline.org/resources-for-school-psychologists/>) under Resources by Topic Anti-Racism. If you have specific questions, please do not hesitate to contact us.



WHAT IS WORKABILITY?

Workability is a school-to-work program that is recognized statewide and provides pre-employment skills, employment training and follow-up for high school students in special education who are making the transition to adult living. Eligible high school students are paid minimum wage while working within the community.

LET'S CONNECT

Richard Frederick, Area Director
richard.frederick@sbcss.net

Stephanie Hedberg,
Coordinating Principal
stephanie.hedberg@sbcss.net

Betty Romero, Teacher
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760 276-4055

Address
17260 Bear Valley Road #107
Victorville, CA 92395

S★T★A★R

WORKABILITY

Students Transitioning to Adult Responsibilities



VISION

San Bernardino County Superintendent of Schools (SBCSS) Students Transitioning to Adult Responsibilities (STAR) Program supports our young adult learners (18-22 years old) with moderate to severe disabilities as they become responsibly independent adults. We believe that our students deserve access to and participation in their community and as a Transition Program, our aim is to prepare students for the transition to adult living.

As a community-based program, we focus on functional academics or life skills while teaching in a variety of community settings. Some of the transition services that we offer include job or vocational training, post-secondary training mobility or travel training, and independent living skills instruction.

WHAT WE PROVIDE

- ▷ Secondary transition program
- ▷ Enhance the quality of life for our students
- ▷ Help individuals with disabilities assimilate into the community
- ▷ Facilitates instruction and mastery of skills within natural environments
- ▷ Teaches increased independence in many different environments
- ▷ Functional and life skills
- ▷ Assist students with disabilities to enter the world of work
- ▷ No disruption in Individualized Educational Programs (IEPs) services

PROGRAM PARTICIPATION CRITERIA

Students served by San Bernardino County Superintendent of Schools



Completed 4 years of high school on a comprehensive campus (9-12)



Referral by San Bernardino County Superintendent of Schools classroom teacher



Fall / Halloween Craft Sale

Presented by

Students Transitioning to Adult Responsibility

(STAR) Program

All items are made by staff and students.



Location: Desert Mountain Operations

Poppy/Willow room

Date October 20th, 9 am to 1 pm




Pumpkins, witches, ghosts crafts and more

Cash only please





Desert Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1219

 (760) 955-3601
 (760) 946-0819
 www.dmchildrenscenter.org

MEMORANDUM

Date: October 18, 2023
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

Attached are the opened and closed cases for the following services:

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and occupational therapy

If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

DESERT MOUNTAIN CHILDREN’S CENTER
STEERING COMMITTEE
REFERRAL AND CLIENT SERVICES REPORTS
OCTOBER 1, 2023

Referral Report Example:

District of Service	District of Residence	School of Attendance	Referral Date	Name	DOB	Program	Program Status	Program Status Reason
						SATS	Pending	Assessing Needs
						SART Special Educa	Pending	Assessing Needs
						SATS Special Educa	Accepted	Enrolled
						SAP Early Interventi	Pending	Assessing Needs

Client Services Report Example:

District of Service	District of Residence	School of Attendance	School Start Date	School End Date	Last Name	First Name	DOB	Clinician	Program	IEP Eligible	Program Status
									SATS	f	Open
									SAP Early Intervention	t	Open
									SATS Special Education	t	Open
									EIS	f	Open
									SART	f	Open



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STEERING COMMITTEE
MENTAL HEALTH TRENDS REPORT
OCTOBER 1, 2023

In the month of September our clients/students and staff settle into their daily school routines and are beginning to get to know each other better. This might be the time of the year that staff reflect on the needs of their clients/students and may begin to look to us for support and resources. It is important that we are prepared and have resources available for our clients/students and staff.

As September marks the observances of two key subjects that affect youth, DMCC wants to take a moment to provide some information and resources for two observations: Suicide Prevention Month and National Recovery Month.

DMCC has written before regarding the increase in suicide rates in youth from the Youth Risk Behavior Survey results released earlier this year, we know that poor mental health and suicidal thoughts and behaviors have increased for nearly all groups of youth.¹ California has experienced a 45% rate increase in suicide rates between the years of 2000-2018.² Especially worrying are the trends in increases of suicide rates and thoughts and behaviors in girls, Black, and LGBTQ+ youth.

Schools can help mitigate the factors that may lead youth to consider suicide by creating safe environments where youth can be themselves and feel supported. One key protective factor for youth who may be at risk is having at least one healthy relationship with a trusted adult. Schools can help by assisting youth in developing healthy relationships with peers and adults utilizing programs that build life skills, promote

emotional well-being, and boost resiliency.³ Utilizing training programs such as Youth Mental Health First Aid (YMHFA) to aid staff in recognizing youth who may be in distress and training staff in actual suicide prevention programs such as Applied Suicide Intervention Skills Training (ASIST) and SafeTALK can help staff feel equipped to handle a crisis if one should arise.

Schools are an important place and space for suicide prevention programming because:

1. It is safe for schools to ask youth about suicidal thoughts/behaviors; asking about suicide provides an opportunity to save a student's life.
2. Suicide prevention should be implemented in multiple settings, especially schools.
3. Suicide prevention and intervention in schools is more accessible and equitable than specialty mental health care.⁴

The reasons that schools are an important place for suicide prevention education is because research has shown that this programming in schools is highly likely to detect high risk youth that would not otherwise be identified, and that youth are generally accommodating of efforts in schools that ask them about their suicidal thoughts and behaviors. Schools are also an important place to screen youth for suicidal behavior because often caregivers/parents are not aware that their child is a suicide risk and so schools are a familiar, safe, and trusted place where students might be identified, and assistance provided. And the last of these very important reasons for why schools are a good place for suicide prevention efforts is because school may be the only place to reach marginalized youth who would not be identified as at risk any other place because they face so many barriers to accessing mental health care.⁴

The national suicide hotline can now be reached by dialing 988. On the other side of that number are skilled, trained crisis counselors prepared to speak with anyone who is experiencing a crisis. Since July 2022 the 988 Lifeline has answered nearly five million contacts via phone, text, and chat. They have decreased their average speed to answer, have expanded services to include text and chat services in Spanish, and added

specialized services for LGBTQ+ youth and young adults.⁵ Be sure to let your clients/students and staff know that 988 is available if needed.

Additionally, the County of San Bernardino Department of Behavioral Health recently announced that they will have an Office of Suicide Prevention to help with awareness and education across the county.⁶ Be sure to make a note of this new office coming as they will serve as a local resource for awareness campaigns and training opportunities. Several additional resources are listed at the end of this article.

September is also Recovery Month dedicated to increasing public awareness surrounding mental health and addiction recovery. This year's theme is "Hope is Real. Recovery is Real." The main message of recovery month is that with the right treatment, support, and resources, recovery is possible for everyone. For youth, the road to recovery includes the whole family. Caregivers and families play a crucial role in supporting youth who are in recovery or who are starting their journey to recovery. Recovery is a holistic process that requires caregivers and family members to help youth balance the recovery process with school and other responsibilities.

Some more things we learned from the Youth Risk Behavior Survey are that:

- 23% of high school students reported that they currently drank alcohol.
 - 30% of female students reported that they currently drank alcohol.
 - White students were more likely than Asian, Black, and Hispanic students to currently drink alcohol.
- 16% of high school students reported that they currently use marijuana.
 - Approximately 20% of female students reported that they currently used marijuana.
 - Black students were more likely than Asian, Hispanic, and White students to currently use marijuana.
- 18% of high school students reported that they currently use an electronic vapor product.
- 13% of high school students reported that they ever used illicit drugs.

- Approximately 20% of LGBTQ+ students reported that they had ever used select illicit drugs.
- Asian and Black students were less likely than students from nearly every other racial and ethnic group to have ever used select illicit drugs.
- 12% of high school students reported that they misused prescription opioids.
 - 20% of LGBTQ+ students reported that they had misused prescription opioids.
- 6% of high school students reported that they currently misused prescription drugs.
- Female students, LGBTQ+ students, and students with any same-sex partners were more likely than their peers to engage in every substance use behavior.¹

Among the many factors that can lead to substance use in youth is low academic achievement and lack of school connectedness.⁷ Therefore schools can support youth in recovery by building those protective factors we have already talked about – help youth build relationships with peers and trusted adults, be good role models, be a good source of information, help them come up with a plan if they are being pressured to partake in alcohol and/or other drugs by their peers, and connect them to resources needed. Be sure you have resources handy when students need them. There are several resources listed at the end of this article.

In closing, let this month's observances of Suicide Prevention and Recovery remind us that the children and families we serve need us to be knowledgeable and resourceful so that we can offer our compassion, empathy, and support in their time of need. DMCC wants to be good partners in your efforts to assist the children in your care – please let us know how we can help you be a source of information and support to the youth we all serve!

REFERENCES:

1. Youth Risk Behavior Survey, Data Summary and Trends Report, 2011-2021
2. Curtin SC. State suicide rates among adolescents and young adults aged 10-24: United States, 2000-2018. National Vital Statistics Reports; vol 69 no 11. Hyattsville, MD: National Center for Health Statistics. 2020.
3. <https://www.edc.org/blog/preventing-suicide-schools-systemwide-approach>
4. Ayer L, Colpe LJ. The Key Role of Schools in Youth Suicide Prevention. J Am Acad Child Adolesc Psychiatry. 2023 Jan;62(1):19-21. doi: 10.1016/j.jaac.2022.06.022. Epub 2022 Aug 17. PMID: 35987301; PMCID: PMC9384325.
5. <https://www.samhsa.gov/sites/default/files/988-one-year-anniversary-fact-sheet.pdf>
6. <https://wp.sbcounty.gov/dbh/osp/>
7. <https://www.cdc.gov/healthyyouth/substance-use/index.htm>



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STEERING COMMITTEE
MENTAL HEALTH TRENDS REPORT
OCTOBER 1, 2023

Grief is an emotion that knows no age limits. Its impact on young children and adolescents is profound and often underestimated. Losses, whether due to the death of a loved one, divorce, or other significant life changes, can have a lasting effect on a young person's emotional development. As the month of November is Children's Grief Awareness Month, I would like us to focus this month on the unique challenges of grief in young children and adolescents, highlighting the importance of understanding their needs and providing appropriate support during this difficult time. It is important to understand that children grieve differently than adults and that how children grieve will depend on their age and developmental stage. It is also important to understand that grief is not something we are trying to fix for a child but something they are experiencing and must learn to assimilate into their life.

There are many ways for us to support children and adolescents in their grief journey, but firstly there are four basic concepts that are important for children to understand about death:

1. Death is irreversible.
2. All life functions end completely at the time of death.
3. Everything that is alive eventually dies.
4. There are physical reasons someone dies.¹

This applies to all children, from a very young age to adolescents. It is important for the adults that are supporting grieving children to use clear, concise, honest, and developmentally appropriate language when talking about a loved one's death because children will have questions and will want to talk about what happened. Be sure to provide developmentally appropriate information without too much detail so as not to overwhelm.

While it may be hard to use words such as "dead" or "died" using euphemisms can cause young children to perceive death as reversible or temporary, leading to confusion and difficulty in processing their emotions. Younger children who do not understand the concept that death is permanent may think the person or pet who has passed will be back, they may blame themselves, or they may think completing a chore or a thing will bring them back. Using simple and developmentally appropriate language for how a person died is important – so children do not try to create an explanation in their own minds for why a person died. Not understanding how a person died can lead kids to think the person or pet died because they did something wrong, or the person or pet did something wrong. Understanding this is important as it can lessen the likelihood that children will associate death with guilt and shame. By providing age-appropriate information you are building trust so that children will feel comfortable coming back to you if they have more questions.

When it comes to expressing their grief, young children often lack the vocabulary to express their feelings verbally, instead, they may express grief through play, art, or behavior changes. It is important to provide a variety of ways to express their emotions, feelings, and thoughts. You may see quick mood changes and may also see some behavioral regression, such as bedwetting or thumb-sucking, as these are common reactions to grief in very young children. A stable routine will provide a sense of security and predictability for children experiencing complicated grief reactions.

Adolescents are developing their identities and may struggle with how grief affects their self-perception and relationships. Grief can intensify feelings of isolation, making it crucial to provide a safe space for open expression. Adolescents may turn to peers for support, but they might also fear being stigmatized or misunderstood. They may also turn to risky

behaviors like substance abuse or self-harm to cope with grief. Encouraging open communication and educating peers on how to offer support can be beneficial. Promoting healthy coping mechanisms such as engaging in creative outlets, participating in support groups, or talking to a therapist is essential.

Encourage young children and adolescents to talk about their feelings and fears. Create an environment where they feel safe expressing themselves without judgment. Connecting grieving children and adolescents with their peers who have experienced similar losses can provide a sense of understanding and belonging. Consider referring to professional counseling or therapy for children and adolescents who may be dealing with significant disruptions in their lives due to their grief.

Schools can help by offering grief education to teachers and students to promote empathy and awareness. “One of the most effective ways to support students is to help all children understand more about death as part of their ongoing learning about life.”²

Schools are a great place for children to receive support for grieving because:

- Students spend a lot of time at school.
- Schools are familiar – largely a place where kids feel safe.
- Teachers and other support staff are available to help kids who are grieving.
- There are large numbers of students who can be reached at once.
- Teachers spend large amounts of time of time with students in a natural environment.
 - Teachers have a unique perspective about how the child may be grieving.
 - Teachers experience the child’s behavior at school – where grief behaviors may be more apparent – things such as acting out, conflict with peers, or less interest in school.
 - Teachers can assess these behaviors before and after a loss.

- The teacher's distance from the loss can be a benefit because the child does not have to "protect" the teacher's feelings when talking about their loss as they may feel they have to do when talking to family members.
- Families typically appreciate the support provided by schools.
- When a family experiences a loss, children need support beyond the family.

Grief is a life-long journey. Children will carry their grief with them as they grow. It is important to understand that children will experience their grief at different times throughout their life. The holidays can intensify feelings of grief and loss. Significant events like getting a driver's license, going to prom, or graduation can bring on intense feelings of grief. Grief has no time limit. Allowing time and space for children to grieve can help normalize the ebb and flow of grief and help children deal with the powerful emotions that grief can bring.

Grief in young children and adolescents is a complex emotional journey that requires understanding, patience, and support. By acknowledging the unique challenges each age group faces and providing appropriate resources and care, we can help them navigate grief in healthy ways. Remember that grief knows no age, and with the right support, young people can build resilience and learn to cope with the profound loss they may encounter on their life journeys.

References:

1. Coalition to Support Grieving Students. Concepts of Death. Module Summary.
<https://grievingstudents.org/module-section/concepts-of-death/>
2. The Grieving Student A Guide for Schools, Second Edition by David Schonfeld, M.D., & Marcia Quackenbush, M.S., M.F.T., C.H.E.S; second edition, 2021.

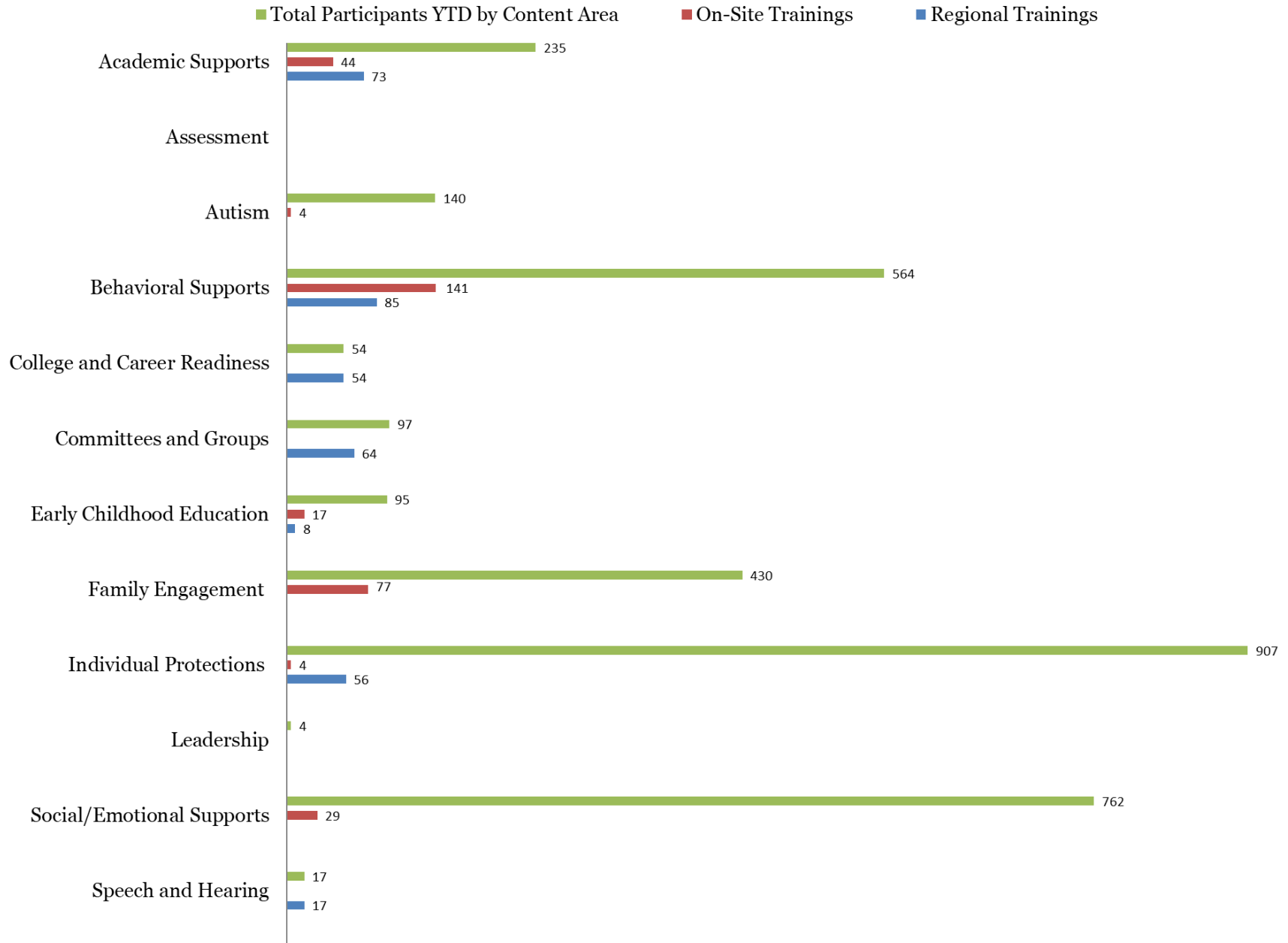
Resources:

- National Alliance for Children’s Grief - <https://nacg.org/>
- Children’s Bereavement Center – <https://childbereavement.org/>
- Dougy Center – <https://www.dougy.org/>
- The Children’s Room – <https://childrensroom.org/>
- <https://kidsgrief.ca/>
- <https://childmind.org/article/helping-children-deal-grief/>
- <https://kidshealth.org/en/parents/death.html>
- https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Grief-008.aspx
- <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/do-children-grieve>
- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/addressing-grief>

DMSelpa Professional Learning Participation Summary

SEPTEMBER 2023 PARTICIPANTS - 673

3,305 YEAR-TO-DATE PARTICIPANTS



Save

THE

DATE!

Professional
Learning Opportunity



Special Education Directors' Training

Special education directors will participate in trainings focusing on the needs or interests in the area of special education research, programs, or legal compliance.

October 20, 2023 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238485>

February 23, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238487>

April 19, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238488>

Get in **Touch**

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org



CAHELP PRESENTS THE 2023-24 IMTSS SYMPOSIUM

RECONNECTING THE DOTS: EMPOWERING STUDENTS & EDUCATORS FOR SUCCESS

8:30 a.m. - 3:30 p.m. | February 21, 2024

A full day Symposium featuring

Dr. Rebecca Branstetter & Dr. Ron Powell and more!

Location:

DoubleTree by Hilton Hotel Ontario | 222 N Vineyard Ave, Ontario, CA 91764

Price:

\$250 - Includes Continental Breakfast and Lunch

Registration:

[Register Online on OMS](https://sbcss.k12oms.org/52-242545) or Scan the QR Code

(URL: <https://sbcss.k12oms.org/52-242545>)



Dr. Rebecca Branstetter



Dr. Ron Powell

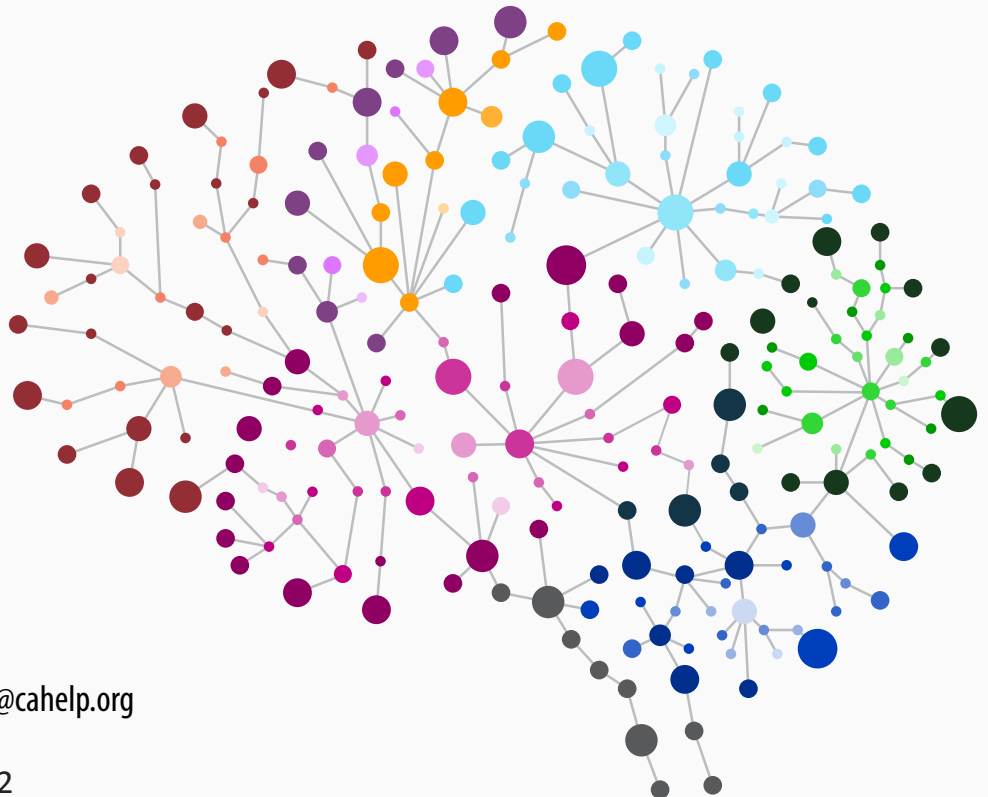
Get in **Touch** |

Email :

Letitia.Macaraeg@cahelp.org

Phone :

(760) 955-3552





RECONNECTING THE DOTS:
EMPOWERING STUDENTS &
EDUCATORS FOR **SUCCESS**



Dr. Rebecca Branstetter

Rebecca Branstetter, Ph.D., is a school psychologist, speaker, and author on a mission to help children be the best they can be in school and in life by supporting school psychologists, educators, and families. She is the founder of The Thriving Students Collective and Thrive Hive TV™ Network, online platforms for boosting the mental health and learning needs of children.

A sought-after speaker and national media expert, Rebecca's expertise has appeared in various publications, including Huffington Post, Washington Post, NPR, CNN, and Parents Magazine. Dr. Branstetter and her husband are proud parents to two daughters (and two seriously fluffy husky dogs) in the San Francisco Bay Area.



Dr. Ron Powell

Dr. Ron Powell has devoted his career to public education. For 49 years he has continued to explore ways to make the promise of education available to all children. As a teacher, administrator, researcher, adjunct faculty at the University of California, and consultant, Dr. Powell has distinguished himself as the developer of creative and innovative solutions to address the complex emotional and behavioral health needs of children. He is a published author, an accomplished public speaker, and a recognized expert in the emotional, mental, and behavioral health needs of children. In acknowledgment of these contributions, Dr. Powell has received statewide recognition and has been honored by numerous awards including the 2023 Distinguished Service Award for San Bernardino County and the Lifetime Achievement Award by the California Mental Health Advocates for Children and Youth.

Desert Mountain SELPA
Due Process Summary
July 1, 2023 - September 30, 2023

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent
	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled	Hearing Active		
Adelanto SD	3.5	3	3.5	4	6	1	21	0	1	0	0	0	0	0	0
Apple Valley USD	3.5	10	5	5	6	1	30.5	0	0	1	0	0	0	0	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	2	0	1	1	1	0	5	0	0	0	0	0	0	0	0
Bear Valley USD	0	0	1	1	1	1	4	0	0	0	1	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hesperia USD	7	17.5	7	12	3	1	47.5	0	1	0	0	0	0	0	0
Lucerne Valley USD	1.5	0	0	0	0	0	1.5	0	0	0	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	2	0	1	0	0	3	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	1	0	1	1	3	0	0	1	0	0	0	0	0
Snowline USD	8.5	7	2	3	1	1	22.5	0	0	0	1	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	0	7	1	6	10	1	25	1	0	0	0	0	0	0	1
Victor Valley Union High SD	8.5	6.5	10	6	2	2	35	0	0	1	1	0	0	0	0
Desert/Mountain OPS	3	2	1	0	0	0	6	0	0	0	0	0	0	0	0
Excelsior Education Center	0.5	2	0	1	1	0	4.5	0	0	0	0	0	0	0	0
Health Sciences HS & MS	0	1	1	0	0	0	2	0	0	0	0	0	0	0	0
Lewis Center - AAE	1	1	1	0	1	0	4	0	0	0	0	0	0	0	0
Lewis Center - Norton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	39	59	34.5	40	33	9	214.50	1	2	3	3	0	0	0	1

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.
*Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - September 30, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. SVUSD Case no. 2023070703	Denial of FAPE 1. Failure to implement the IEP 2. Inappropriate offer of FAPE 3. Lack of ed benefit 4. Failure to facilitate parent participation and appropriate IEP team members.	7/2/2023	8/2/2023	9/28/2023	9/6-7/2023	8/2/23 - Concerns with location of provision of services. Reviewing IEE at upcoming IEP. 9/26/23 - Settlement Post Resolution CLOSED	SPL \$3,000	Tutoring 135 hrs. OT 10 hrs. SPL 15 hrs. Counseling 10 hrs.
2. AVUSD Case no. 2023080387	Denial of FAPE 1. Failure to implement the IEP 2. Failure to provide comparable services upon transfer. 3. Lack of Ed Benefit 4. Failure to provide timely assessments 5. Failure to timely respond to the parent request for IEE	8/8/2023	8/17/2023 9/5/2023		9/26-28/2023	9/5/23 - Parents seeking push-in at AVHS. 9/12/23 - District will assess for FBA and ERMHS. Placement at AVHS. Settlement - Resolution CLOSED	Psycho Ed	SAI 40 hrs. SPL 10 hrs. ERMHS 10 hrs.
3. VVUHSD Case no. 2023080453	Denial of FAPE by failing to provide: 1. Appropriate placement 2. Progress on goals 3. Appropriate ITP 4. Academic supports and services Violated parent rights by: 1. Predetermining students needs 2. Failure to provide full copy of records	8/17/2023	8/25/2023		10/3-5/2023	8/25/23 - 38 weeks enrolled in VVUHSD. Super senior behind in credits. Missing information from transfer of records. Will go to mediation. 9/29/23 - District will conduct Psycho Ed, ERMHS, TP, SPL, OT and academic assessments. Settlement - Resolution CLOSED		Reading SAI 80 hrs. Transition 38 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - September 30, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
<p style="text-align: center;">4. SJUSD Case no. 2023080600</p>	<p>Denial of FAPE Lack of Ed Benefit 1. Reading goals 2. Math goals 3. Writing goals Failure to provide research based remediation 1. Reading 2. Writing 3. Math Failure to assess 1. FBA 2. ERMHS Failure to provide 1:1 Employing negative behavior reinforcement practices.</p>	8/18/2023	8/31/2023 9/7/2023	10/17/2023	10/10-12/2023	9/7/23 - Parent demand of 1:1 aide despite TISA results. Unreasonably high comp ed demand.		
<p style="text-align: center;">5. VVUHSD Case no. 2023080895</p>	<p>Denial of FAPE 1. Failure to timely provide comprehensive assessments 2. Lack of Ed Benefit Denial of meaningful parent participation 1. Predetermination 2. Failure to provide complete records</p>	8/23/2023	9/6/2023	10/13/2023	10/10-12/2023	9/6/23 - Agree to ERMHS assessment and Foster Youth Grad credits. Disagree with comp ed demand.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - September 30, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
6. BVUSD Case no. 2023	Denial of FAPE 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 1. Lack of full team	8/30/2023	9/13/2023	11/8/2023	10/10-12/2023	9/13/23 - Parent attorney delaying settlement until recent IEP copy received. 10/3/23 - Partial settlement demand received.		
7. VESD Case no. 202309041	VESD filed on the parent. 1. Does the IEP constitute FAPE? 2. May district implement IEP of 3/9/2023	9/5/2023	N/A	N/A	9/26-28/2023 10/10-12/2023	9/18/23 - Request for continuance by parent granted. Despite our disagreement OAH honored request. 9/29/23 - OAH rescheduled for VE fall break. VE withdrew case with intent to refile. CLOSED		
8. AESD Case no. 2023090114	1. Violation of Child Find since 9/22/22. 2. Denial of services 3. Denial of FAPE 21-22, 22-23, 23-24.	9/5/2023	10/3/2023		10/24-26/2023	10/3/23 - Parent seeking unreasonable services including equine therapy. Seeking NPS for Autism.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - September 30, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
9. HUSD Case no. 2023090600	Denial of FAPE 1. Failure to find child eligible under SLD or OHI	9/22/2023	10/5/2023		11/7-9/2023	10/5/2023 - Student no longer enrolled in HUSD.		

Desert Mountain SELPA
Legal Expense Summary
As reported at steering September 22, 2023

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$354,582.16
2021-2022	\$401,072.52
2022-2023	\$391,662.84
2023-2024	\$82,270.21

Desert Mountain SELPA & Charter SELPA
California Department of Education (CDE) Compliance
October 2023

Compliance and Improvement Monitoring Process (CIM)

All monitoring levels (Significant Disproportionality, Intensive, and Targeted)

Step 3: Planning

Required Activity Timeline and trainings are October 1 to November 30, 2023

Late Individualized Educational Plans (IEPs)
(As of June 30, 2023)

Charter SELPA

28

SELPA

228

Desert Mountain SELPA

NPA/NPS

October 2023

Non-Public Agencies (NPA)

NPA are currently going through the annual recertification process as required by the California Department of Education (CDE).

Non-Public Schools (NPS)

NPS are currently going through the annual recertification process as required by the California Department of Education (CDE).

There are currently Eight (8) Students enrolled in Residential Treatment Centers (RTC) as follows:

- Adelanto USD: 1
- Barstow USD: 1
- Hesperia USD: 1
- Lucerne Valley USD: 1
- Silver Valley USD: 1
- Victor ESD: 1
- Victor Valley Union HSD: 2

There are currently Eight (8) Pending Residential Treatment Referrals as follows:

- Hesperia USD: 1
- Lucerne Valley USD: 2
- Victor ESD: 2
- Victor Valley Union HSD: 3



Desert Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

(760) 552-6700
(760) 242-5363
www.cahelp.org

MEMORANDUM

Date: October 20, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) Goals Update

The following is an update as of September 30, 2023, for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding expected outcomes, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
There shall be 265 DOR potentially eligible clients who receive Job Exploration Counseling Services	265	16
There shall be 265 DOR potentially eligible clients who receive Workplace Readiness Training services	265	166
There shall be 200 DOR potentially eligible clients who receive Work-based Learning Experience services	200	42
There shall be 265 DOR potentially eligible clients who receive Instruction in Self-Advocacy services	265	134
There shall be 175 DOR potentially eligible clients who receive Work Experience Placements services	175	49
There shall be 265 DOR potentially eligible clients who receive Counseling on Post-Secondary services	265	16
There shall be 275 unduplicated new DOR potentially eligible clients who receive DOR services	275	109
There shall be 526 unduplicated new DOR potentially eligible clients who receive DOR services	526	403



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MEMORANDUM

Date: October 20, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) Instructional Supply Update

The following is an update for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding the update, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

Instructional supply funds are offered to teachers participating in the TPP program.

- The deadline for order submission is December 31, 2023.
 - After this deadline, unutilized funds will be redistributed among all TPP teachers. This presents another chance to acquire additional supplies.
- The amount per TPP teacher for 2023 – 2024 is \$500.00.
 - This amount is an increase of \$250.00 compared to previous years.
- Preferred vendors
 - Office Depot
 - Lakeshore Learning Store
 - Pro-Ed

For more information or questions regarding unallowable items, please contact Brianna Sincox at (760) 646-8000, extension. 368 or via email at Brianna.Sincox@cahelp.org.



Desert Mountain Special Education Local Plan Area
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Apple Valley, CA 92307-1219

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MEMORANDUM

Date: October 20, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) New Referrals Update

The following is an update as of September 30, 2023, for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding the update, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

The referral deadline is November 17, 2023. Following this date, all remaining slots will become available to everyone on a first-come, first-served basis.

<i>District</i>	<i>Allocated</i>	<i>Year to Date</i>
Academy for Academic Excellence Charter School	10	4
Apple Valley Unified School District	55	24
Barstow Unified School District	20	12
Bear Valley Unified School District	6	0
Excelsior Charter Schools	16	0
Hesperia Unified School District	28	17
Lucerne Unified School District	10	5
Norton Science & Language Academy Charter	6	4
Oro Grande School District	20	0
San Bernardino County Superintendent of Schools	25	9
Silver Valley Unified School District	12	0
Snowline Joint Unified School District	25	13
Victor Valley Union High School District	66	23

If your district is not currently listed, but you're interested in exploring the potential benefits of the Transition Partnership Program for your students, please don't hesitate to contact Bobbie Taylor. You can reach her directly at (760) 646-8000 extension. 365. or via email at bobbie.taylor@cahelp.org. She'll be more than happy to assist you.



Desert Mountain Special Education Local Plan Area
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MEMORANDUM

Date: October 20, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) Workshop Update

The following is a workshop update for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding the update, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

There are a total of six workshops offered annually, spanning from October to March.		
Month	Workshop	Description
October	Department of Rehabilitation (DOR) & Paid Work-based Learning (WBL) Experience	The Department of Rehabilitation & Paid Work-based Learning Experience workshop allows students to learn more about the benefits of DOR and the requirements of working through the Transition Partnership program.
November	Interviewing Basics	The Interviewing Basics workshop is an opportunity for students to learn the fundamental principles and techniques involved in participating in an interview, whether it's a job interview, informational interview, or any other type of interview.
December	Mock Interviews	The Mock Interview workshop is a safe environment for students to practice and refine responses, helping to make a positive impression in actual interviews.

Transition Planning for All Students

This course is specifically designed to provide participants with an overview of the legal mandates and ethical requirements necessary to meet IDEA transition mandates for students with disabilities age 16 and older. An emphasis will be placed on transition services including the Individual Transition Plan (ITP), measurable postsecondary goals, and the legal requirements for developing the Summary of Performance (SOP). Using the person-centered planning process, participants will learn how to generate student profiles essential in the required planning of postsecondary goals.

Participants will learn how to meet the requirement of Indicator 13, strategies necessary to involve students and family members in student-centered transition planning, and review a systematic approach to develop meaningful and realistic transition goals based on student needs, interests, and assessment profiles.

Presented By

Bobbie Taylor, Project Manager

Isaac Medina, Project Manager

Date

November 2, 2023

Time

9:00 - 11:00 a.m.

Location

Virtual training, a link will be sent to each participant prior to the training date. This training may be recorded.



Audience

Special and general education teachers, counselors, administrators, psychologists, and other interested support staff who work with the secondary student population.

Cost

There is no cost for this training.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-242333>

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 646-8000 ext. 368

Email : Brianna.Sincox@cahelp.org

Website : www.cahelp.org



The CAPTAIN X Collaborative

Join us virtually to get the latest from the California Autism Professional Training And Information Network (CAPTAIN). Be in the know regarding what's happening across the state and our region regarding autism.

Stay up to date on trainings, Real Talks, and other available resources.

Share with your local CAPTAIN team what's happening in your LEA. What's working and where are additional supports are needed.

We're building a network focused on developing autism resources and supports to match our communities' need.

Presented by:

Jennifer Rountree, Program Specialist

Audience

General and Special Education Teachers, Paraprofessionals, Site Administrators, Speech-Language Pathologists

Date & Time

Wednesday, November 29, 2023 2:30-3:30pm

Tuesday, February 13, 2024 3:00-4:00pm

Wednesday, April 17, 2024 2:30-3:30pm

Registration

Please register online at:

<https://sbcss.k12oms.org/52-242605>

Location

Virtual on Zoom

Special Accommodation

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

7.1 Maintenance of Effort and Excess Cost Update

No materials, verbal report only



Desert/Mountain Special Education Local Plan Area
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W www.dmselpa.org

MEMORANDUM

DATE: October 11, 2023
TO: Special Education Directors, DRDP Assessors, and MIS Contacts
FROM: Colette Garland, MIS Support Analyst
SUBJECT: DRDP Fall 2023

Continue with the current process of data input directly into the DRDP website at <https://DRAccessReports.org> . As we are transitioning to SEIS, we will keep the same process for this submission. We will create instructions for DRDP and SEIS prior to the next submission.

The Desired Results Access Project supports special educators, administrators, and families in implementing the California Department of Education's (CDE) Desired Results Developmental Profile (DRDP (2015)) for:

All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CALPADS system; and all preschool-age children (3-5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). The Fall 2023 DRDP will be based on observations made between September - December.

CDE requires DRDP training for all Early Childhood SPED Educators who assess children with the DRDP. Assessors can create an account and access courses at <https://draccesslearn.org> . Electronic assessment data collection from the Assessors must be completed by the Assessors through the DRAccess Reports Portal at <https://DRAccessReports.org> This electronic collection of data will allow for our Assessors to access reports based on student data in a more timely manner and allow for a more accurate student plan moving forward. The rating assessments to be used are the DRDP 2015 Preschool Fundamental View and the DRDP 2015 Infant/Toddler View.

The SELPA is responsible for certifying and submitting the completed data to the California Department of Education (CDE). In order to meet the deadline, Assessors must enter the DRDP data directly into the <https://DRAccessReports.org> portal no later than **Friday, January 12, 2024**. For additional information on DRDP, please visit www.draccess.org.

If you have any questions, please feel free to contact me at (760) 955-3565 or via email at colette.garland@cahelp.org.



MEMORANDUM

Date: October 6, 2023
To: Directors of Special Education
From: Richard Frederick, Area Director



Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of September 2023 by district.

If you have any questions concerning these reports, please contact Dale Folkens, Ed. D. Principal at (760) 244-6131 ext. 247 or via email at dale.folkens@sbcss.net.



Desert Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

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 www.cahelp.org

MEMORANDUM

Date: October 20, 2023
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

Attached are the occupational and physical therapy Current Students Direct Services reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3659 at Codi.Andersen@cahelp.org

Desert Mountain SELPA
2023-2024 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	6	1		7	6	1		7	6	1		7	6	1	1	8								
Apple Valley	15		11	26	15		11	26	15		12	27	11		15	26								
Baker																								
Barstow	6	1		7	6	1		7	6	1		7	6	1		7								
Bear Valley																								
Helendale																								
Hesperia	17	1	3	21	17	1	3	21	17	1	1	19	15	1	3	19								
Lucerne Valley	1	1		2	1	1		2	1	1		2	1	1		2								
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1		1		1								
Snowline	8			8	8			8	9			9	7		2	9								
Trona																								
Victor Elem	7	1		8	7	1		8	7	1		8	4	1	1	6								
VVUHSD	18	2	2	22	18	2	2	22	17	2	1	20	16	2	3	21								
TOTALS	78	8	16	102	78	8	16	102	78	8	14	100	66	8	25	99								
2022-23 Totals	70	5	6	81	70	5	6	81	70	6	9	85	75	6	11	92	73	6	8	87	75	5	9	89
2021-22 Totals	83	4	8	95	82	4	8	94	80	4	10	94	80	4	9	93	80	4	9	93	78	5	10	93
2020-21 Totals	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101	83	4	17	104
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 Totals	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125

Upcoming Trainings

Date/Time	Event	Location
10/23/2023 2:45 PM - 4:45 PM	PBIS TEAM TRAINING - SBCSS PRESCHOOLS	Q1 TRAINING - VIRTUAL
10/24/2023 2:00 PM - 4:00 PM	Occupational Therapy Tips and Tricks Training	DMESC
10/26/2023 8:30 AM - 12:30 PM	FUNDAMENTALS OF RESTORATIVE PRACTICES	DMESC
10/26/2023 2:00 PM - 4:00 PM	THE ART OF FACILITATING IEP MEETINGS	VIRTUAL
10/30/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (EAGLE RANCH, EL MIRAGE, TED)
10/30/2023 8:30 AM - 4:30 PM	RESPONDING TO SCHOOL CRISIS	DMESC
11/1/2023 3:00 PM - 5:30 PM	PUTTING EBPS INTO PRACTICE: PEER-BASED INSTRUCTION AND INTERVENTION	VIRTUAL
11/6/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (MESA LINDA & MELVA DAVIS)
11/7/2023 12:00 PM - 2:00 PM	PBIS IN THE HOME - SBCSS PRESCHOOLS	VIRTUAL
11/13/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (COLUMBIA & GEORGE)

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
 17800 Highway 18, Apple Valley, California 92307
 (760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
11/16/2023 4:30 PM - 6:00 PM	COMMUNITY ADVIORY COMMITTEE (CAC) VIRTUAL	VIRTUAL
11/16/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (ADELANTO ELEM. &
11/16/2023 1:30 PM - 4:30 PM	UNDERSTANDING AND SUPPORTING STUDENTS WITH ADVERSE CHILDHOOD EXPERIENCES (ACES)	DMESC

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